

Due May 1, 2008

**Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319**

***Request for Iowa Four-Year College/University
Performance Assessment System Funds***

College/University name: Central College

Program Contact Person:

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Title Education Department Chair

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Statement of Assurances

Should a Performance Assessment System Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Authorized Official

Title

Signature of Authorized Official

Date

Please submit both electronically and hard copy to Barry Wilson, TQE Assessment Team Leader, Dept. of Ed. Psych. & Foundations, UNI, Cedar Falls, IA by May 1, 2008.

Process for Procuring Grant Funds:

1. Submit Grant Request Package; Postmarked by May 1, 2008

Grant Request Package Contents:

- Request for Performance Assessment System Funds Cover Page
- Action Plan
- Budget

2. Grant requests will be reviewed by the Assessment Committee, the Leadership Team, and the Iowa Department of Education.
3. Institution will be notified of a grant award by May 21, 2008
4. Contracts for awardees will be developed by the Iowa Department of Education upon notification to the IHE of the award.
5. It will take 30 days after the award notification for a contract to be executed and fully approved. This would be as per a June 1 notification.
6. Payments cannot be released until a contract is fully approved with all signatures.
7. Institutions should not incur costs before a contract is approved and plan accordingly.
8. To acquire each payment, an IHE must submit an invoice or letter with an original signature requesting funds. This is necessary for the release of each payment – fifty percent, forty percent, and final ten percent.
9. An Interim report must be submitted with an invoice by January 15, 2009. NOTE: an awardee will not receive the forty percent payment unless the Interim Report budget indicates that the first fifty percent has been spent.
10. A Final report must be submitted with an invoice by December 15, 2009
11. A report form or template is attached with this RFP. Please use it for the Interim and Final Reports. The form includes a narrative and budget.

The grant application and interim and final reports must be submitted electronically in addition to hard copy.

Criteria for Performance Assessment System Awards:

Grant funds are available for use by recipients for purposes including but not limited to faculty development and training, design or modification of performance tasks, procedures for assuring reliability and validity of assessments, database software or hardware to facilitate data management and reporting, and technical services including programming support.

Funds may be used for expenses such as: faculty release time, personnel for clerical work, travel, lodging and meals, consultants, hardware, and materials including software. Four year colleges or universities that receive significant numbers of transfer students from community colleges are encouraged to include funding for providing feedback to two-year institutions on the performance of their graduates.

I. Context

The Education Department at Central College is led by 6 tenured or tenure track faculty, one full time administrative teaching appointment, one half-time visiting teacher and a varying number of adjuncts. Our teacher preparation program is housed in a small, four year liberal arts institution where the focus for faculty is on teaching. Thus our full time faculty members usually meet or exceed the required 23 hours per year teaching and/or student teaching supervision load. In 2006-2007, we recommended 64 candidates for teacher licensure.

The final report of our 2007-2008 grant should be forthcoming.

II. Project Narrative (1-2 pages describing how you will use the funds) a synopsis of the project narrative will be reflected in the Action Plan. Be sure that what you request in the new award is distinct from what was requested in any earlier TQE award. Your timeline for grant activity should not extend beyond December 15, 2009.

This is a team project involving nine education faculty members at Central College in Pella, Iowa. A performance assessment grant was awarded to the college for the 2007-2008 academic year.

This project will benefit faculty and students by enabling a multi-disciplinary team to examine and evaluate student products, enhance communication among team members, and impact individual teaching performance. The work of the team will continue to inform and evaluate program assessment of the Central College's education department.

By thoroughly reviewing and evaluating the ten student goals and 40 student learning outcomes, total program assessment will be enhanced. This illustrates the simple math analogy of part/part/whole. *Without correct parts the whole can not be realized.*

We are seeking a share of the TQG funds in the amount of \$13,910.

PROJECT DESCRIPTION:

The Central Education Department is made up of full time, half-time and several adjunct faculty members. This grant will focus the work of 9 faculty members on examining the completed work on curriculum mapping and adding assessments which will benchmark the 10 student goals and 40 student learning outcomes. Currently the learning outcomes are measured by competency verification. This method of measurement is subjective and results have not been compiled or used to support decisions in determining course offerings for education students. The information gained from the development of rubrics on student learning outcomes at identified benchmarks will not only give the department valuable information to support this type of decision making but will also enhance the quality of our overall

program. The data will be an added component in overall program assessment information. Data may be used to support future staffing needs.

Quality teaching at any level requires teachers to plan, assess, evaluate, and coordinate their courses' content and dialogue together. Without this partnership in teaming, coordination for successful student programming is impossible. The grant monies will acknowledge this importance and help support the many hours necessary to develop the rubrics and participate in training necessary in examining the assessments and possible artifacts to meet the student learning outcomes. This work will build upon the curriculum mapping completed in the 2007-2008 academic year. The completion of this project will allow us to meet point 5 of the department's assessment system which is "the inclusion of scoring rubrics or criteria to determine levels or benchmarks of teacher and other professional school personnel candidate accomplishment". (*Program Accreditation* document, April, 2007: p.102)

Monies will also support the skill and time for our technology department and their supporting student staff to import this new program assessment information.

The grant will support education faculty as they work towards two goals at Central College.

Faculty Goal:

To develop a community of scholars in which teaching and learning are the activities with the highest priority.

Academic Strategic Plan Goal:

Develop and maintain an Academic Strategic Plan to direct, strengthen, and regularly evaluate the structure of the academic program. The plan will also establish a process to determine feasibility of new programs, particularly with respect to resource and personnel reallocation or expansion and to examine impact on the academic strategic plan.

III. Action Plan –

Goal	Objectives	Action Steps	Person(s) Responsible	Timeline	Budget Request
1 Program assessment information will guide curricular decisions and education staffing decisions	1.2 Student Learning Outcomes placement will be reviewed to correct alignment and clear identification in course expectations.	Team meetings to plan and identify first steps in meeting these objectives will be held.	Central Education Faculty Members	September 30, 2008-December, 2009	1.2 9 faculty x 4 hours x \$30 = \$1080
	1.3 Benchmark assessments will be identified for	Quality assessments will be determined for SLOs during individual			1.3 9 faculty x 4 hours x \$30 = \$1080

	<p>student learning outcomes</p> <p>1.4 Rubrics will be developed to evaluate the individual student learning assessments.</p> <p>1.5 Composite results from the rubrics will become a component in program assessment.</p>	<p>planning and with collaborative feedback given during team meetings.</p> <p>Rubrics will be created. Training on the use of rubrics (purpose to build reliability) will be held. Students will be given the opportunity to give feedback on the rubrics through interviews and surveys Data generated will be considered in rubric revisions.</p> <p>Faculty will revise and present these surveys for discussion. Piloting these surveys will give the team information on the validity of their use in program assessment.</p> <p>Methods and procedures to present and interpret composite information and conduct random</p>			<p>1.4 Faculty 160 hours x \$30 = \$4,800</p> <p>Student 40 hours x \$15 = \$600</p> <p>1.5 Faculty 10 hours x 30 = \$300</p> <p>Technology 10 hours x</p>
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	<p>1.6 Alumni survey and Supervisor of Alumni will be revised to better align with program assessment needs.</p>	<p>item analysis will be developed.</p> <p>Revision will be made by faculty Surveys will be designed to be submitted electronically</p>			<p>\$30 = \$300</p> <p>1.6 Faculty 10 hours x \$30 = \$300</p> <p>Faculty or technology 10 hours x \$30 = \$300</p>
<p>2. Curriculum taught at Central must reflect national content standards</p> <p>Faculty will use the conceptual framework as a guiding tool in the design and delivery of courses taught</p>	<p>2.1 Faculty members will continue to examine course syllabi to determine if national standards are explicitly identified and explicitly taught in courses.</p> <p>2.2 The conceptual framework will be reviewed and discussed at a department retreat.</p>	<p>Guide to examine syllabi and course content will be developed.</p> <p>Team members will conduct a self assessment to determine compliance with these goals and objectives.</p>	<p>Department Chair or designated staff member determined by chair.</p>	<p>Fall, 2008.</p>	<p>2.1 4 faculty x 6 hours x \$30 = \$720</p> <p>2.2 9 faculty x 4 hours x \$30 = \$1080</p> <p>9 meals at \$15 = \$135</p>
<p>3. Education student dispositions will reflect current society needs for quality educators.</p>	<p>3.1 A review of literature, Department of Education teacher quality criteria and current public educational needs will determine Central</p>	<p>The Central College Teacher Education Committee and Education Department Advisory Board will give input to help determine teacher dispositions based on K-12 student needs.</p>		<p>Fall, 2008</p>	<p>14 meals at \$15 = \$210</p> <p>2 faculty x 4 hours x \$30 = \$480</p>

	College student dispositions for education students.	A task committee of 2 staff members will compile information and bring recommended dispositions to education staff meeting.		Fall, 2008	2 task force members x 8 hours x \$30 = \$480
		Dispositions will be determined and communicated.		Spring, 2009	Office support for project 15 hours x \$17 = \$255

III. Budget Narrative

As documented in the action plan, the preponderance of this budget is for faculty hours. Hours were chosen to provide the necessary flexibility for large groups, smaller teams or pairs working tougher as well as individual work. Given the variability in the number of courses each professor teaches, this hourly approach lends to the flexibility necessary to insure equity. We have also included compensation for technical support and to recognize those students who provide valuable input. The one short retreat includes a meal. Input from the campus wide Teacher Education Committee and the larger community-wide Teacher Education Advisory Committee is vitally important. Providing the infamous “food incentive” helps assure their attendance.

IV. Sustainability Plan.

This grant request will provide much more than “seed” money, as the tools developed for individual and program assessment promise to lend themselves beautifully to a continuous improvement paradigm. By creating rubrics to address competencies rather than assignments, for example, faculty changes will be allowed the academic freedom to address the same expectations from different perspectives. Quantifying our information for evaluative purposes will allow what follow-up qualitative assessment and technical support that is needed to be more intentionally focused, thus facilitating more productive use of resources.

Previous grant monies have empowered us to look seriously at not only what we do, but what we didn’t often realize that we were not doing. It’s been a bit like looking at a newly painted wall and admiring our skills. Yet, as time and a more thorough examination transpire, we discover that while what we had was essential good, the foundation for that paint did have some minor flaws that impacted the over-all effect. The analysis of detail has been enlightening. We are wonderfully close to building that solid base and envision something not unlike on-going progress monitoring to evolve.

Thoughtful creation of this assessment system holds the promise of an intentional, meaningful way to synthesize student data, departmental on-going evaluations, and our department assessment required as a part of the larger academic institution. Creation of a consistent set of criteria, electronic record keeping, and scheduled reviews are essential. We are confident that we will be able to sustain the initiated work within the resource confines of our institution.

V. Budget Requests		
Personnel		
Wages	\$11,775	Careful documentation of hours worked independent of office hours. \$30 an hour for staff members
Expenses (Travel, Meals, Lodging)		
Professional Services/Professional Development		
Fees	\$1800	Technology support and development of intraweb curriculum mapping Tech training for staff on intraweb
Expenses (Mileage, Meals, Lodging, Room Rental)		
Software		.
Hardware		
Supplies and Materials		
Phone/Mail		
Other – specify: food for meetings	\$335	
Total	\$13,910	